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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this outreach packet is designed to inform and stimulate community support and encourage women in their attempt to assess and reenter the work world. Materials are suggested for use in forty-five to sixty minutes. Contents include a leader's script (material to be presented), two transparency masters, three handout masters, and six case studies to be distributed to small brainstorming groups. Handouts include lists of resource groups for work-seeking women. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing outreach units. (JT)

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ED189353

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

RE-ENTERING THE WORK FORCE
NEW OPTIONS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE025729

U.S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This packet is designed to inform and stimulate groups whose purpose is supporting and encouraging women in their attempt to assess and re-enter the work world. Used in its entirety, the packet has sufficient materials for 45-60 minutes. The presentation can be shortened by eliminating or limiting the brainstorming and discussion activity at the end. The group leader is encouraged to omit some of the illustrative material if time is short, or to substitute other examples or details--in other words, adjust to fit your group.

This out-reach packet is designed to be used alone, in combination with other packets, or to supplement other materials. Its effectiveness will be determined by the audience's discussion and participation.

Included in the packet are:

1. A Leader's script. This script has action guide notations in the right column.

2. Two transparency masters:

   . Before I Look for Answers, What Are the Questions?
   (A Personal Survey)

   . Steps a Woman Can Take on Her Own

   By covering the master with a sheet of transparency film and running both the sheet and master through a Thermofax machine, a transparency for use with an overhead projector can be produced.

3. Three handout masters:

   . Resource Reading for Work-Seeking Women

   . Resource Groups for Work-Seeking Women

   . Kansas Area Vocational-Technical Schools

   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermofax machine to make a ditto master.

4. A page on which are printed the six "case studies," to be cut apart and distributed to small brainstorming groups.

A suggested general format for this out-reach unit is:

1. Before the presentation the leader should

   a. become familiar with the script through pre-reading, making modifications to fit your audience or speaking style.
   b. set up overhead projector.

2. The leader reads the script to the group, incorporating the action guide notations on the right-hand column when appropriate.

3. The leader supervises the brainstorming activities and discussion.

1. Sheila W. is in her early 20's, the single parent of a 5-year-old. Next year when her son is in school full days, her welfare support payments will be reduced. She must some way manage to support her child and herself with work that pays her more than the baby-sitting she has done in her home. In high school she took a couple of beginning business courses, but was more interested in art and design electives. Her only previous employment was with a fast-food chain during high school.

2. Martha S. is in her mid-30's. She has three children in elementary school, a husband who works full-time days as a grocery store stock manager as well as moonlighting several nights a week as a cab-driver. To ease the financial pressure, Martha would like to find a part-time job--preferably during school hours so she wouldn't have to pay a baby-sitter. For several years before her marriage, she worked as a waitress, then as a cashier, in a restaurant.

3. Amy L., in her late 30's, was stunned by the sudden death of her husband a few months ago. Amy had dropped out of college after two years to marry and have children. Her husband had been a successful salesman of pharmaceutical supplies. Now--with two teen-age children--she finds herself unprepared to maintain their standard of living.

4. Laura T., early 40's, has never been unemployed. Although it required some struggling and juggling in the early years of marriage and motherhood, she held on to her job as a legal secretary with the same small firm she started with after graduation from a two-year secretarial school. For some time now, she's felt an urge to switch jobs. She feels isolated, and on a plateau in her present position. Laura feels she'd find greater satisfaction in a job where she worked with more different people, and where there might be chance for advancement.

5. Betty F., mid-40's, is the college-educated wife of a university professor. Now, with children in junior high and high school, she feels bored and restless and eager to use her education. But she's discovered she no longer finds satisfaction in teaching English and speech, the job for which she prepared herself.

6. Mary J., early 50's, is a grandmother now. Her children are grown and self-supporting. Her husband is still many years away from retirement. She realizes that if she is to stay alert and lively, as she always has been, she needs to find useful work to keep her occupied--and provide a little money for some "extras": gifts for the grandchildren, vacation trips, and so on.

Different lives, different circumstances--but all of them have a common point of reference. These women are all seeking re-entry into the job market. Whether the need is financial and/or emotional, in each case it is very real. Each of us could name women in similar situations. Perhaps you recognized a friend, --or yourself! What are the options open to such women? How can they prepare themselves to go job-seeking?

For one thing, these women are in good company. In recent years over-

whelming numbers of women have sought employment, many of them in situations similar to our sample cases. There probably could not be a better time for them to be in the job market. Projections indicate that from now through 1985 the employment picture will be bright for Kansas. New jobs are being created; old ones are opening up due to retirement, illness, or death.

Furthermore, added emphasis has been placed on encouraging employers to hire women. Equal opportunity legislation, emphasis on encouraging women to seek non-traditional jobs (with resulting shortages in some traditional job areas), financial aids available, support and information groups specifically designed to assist women-- all these factors contribute to easing the way back into the working world, expanding greatly the work options open to women.

One initial piece of advice to women who want to take the plunge, but hardly know where to start:

Whether the needs are immediate (death in the family, divorce, essential supplemental income) or less pressing (a need for feeling of self-worth, some money for desirable extras or to bolster long-range savings, or dissatisfaction with a current job), move into action! Stop sitting around fretting, pondering, or worse yet, working up to a panic. The first step could be as close as your public library, book-store, or grocery check-out counter. Women's magazines, news periodicals, paperbacks have zeroed in on working women and are available in great numbers with articles about preparing yourself for re-entry--writing résumés, interviewing, taking self-inventory of your strengths and weaknesses. ---***--- It's particularly stimulating and inspiring to read the true-life stories of women who have carved out a place for themselves and are willing and eager to tell others how they did it. Almost all bookstores carry an even wider range of in-depth "how-to" books. If there is one you want and they don't have it, they will order it for you.

*** Distribute Handout #1: "Resource Reading for Work-Seeking Women"

Then before a woman starts looking further for practical answers to her own particular needs, perhaps she needs to know some questions to ask herself.

She needs to take a personal survey. ---***---

*** Show transparency #1: "Before I Look for Answers, What Are the Questions?"

1. Am I free to re-locate?

If the answer to this is "no," you know that there are automatic limits to the sort of jobs you should consider. It would be unrealistic to aspire to be an oceanographer in the middle of Kansas, for instance. On the other hand, if you can make a move, study the job market; be sure you match up what you want to do with a location where that kind of work is available.

2. What are the skills or training I already have?

Run your own personal self-inventory, being as objective as possible. If you can, get a friend who knows you well to help with this. You may think of obvious skills such as typing or operating business machines, but overlook such abilities as gardening, flower arranging, cooking, cleaning, driving, care of the sick, etc., which you think of as "home and family" chores. These are transferable skills which may be useful in a job! It took a friend to point out to one woman that her ability to take apart, fix, and put together household appliances qualified her for a job as "parts assembler."

3. What do I really like to do?

Spend a little time determining what you do when your time is your own and you can spend it as you like. Read? Sew? Work on photography? Work crossword puzzles, jigsaw puzzles? Craft work? Fuss over your plants? Care for animals? Work on a car? Some of the books on Handout #1 give detailed self-inventory lists that illustrate how your preferences give strong clues to the transferable skills and aptitudes already developed in doing what you like to do!

4. What are personal qualities that would make me a good employee?

Think positively. And again, get a friend to help if possible. Are you patient in giving precise instructions to children? You might make an excellent training manager or supervisor. Do you keep your head in emergencies? Do people seek you out to talk to and seem to open up with you? Do you like

things precise, neat, and tidy? You might make a good bookkeeper, especially if your checkbook always balances and you can stick closely to a personal budget. Are you punctual? Conscientious about doing your best, without being over-anxious? Assertive without being aggressive? Are you dependable? Employers say emphatically that of the Big A's they consider when hiring, Attendance and Attitude at work take precedence over Ability and Appearance.

Consider, too, how you appear to others Let your clothing, make-up, hair style, voice and manner say: "Look at me. I'm sure of myself and in control. I'd be an asset as an employee." (Even if you don't feel all that self-assured, it's a plus for you if you can give that impression.)

If you are aware of certain qualities about yourself that you consider bad points, be honest and take them into account. For instance, if you are a grouch early in the morning, you'd be better off looking for work that doesn't require you to be on the job cheery and alert by 8:00 a.m.--unless you are willing and able to change your ways.

5. What would I like to be doing 5 years from now?

You're better off if you have some idea of long-range goals. Otherwise it's easy to snatch at the first job offered, even if it isn't one you really like, or even one that can serve as a stepping-stone to a better job. Ask yourself: "Do I want a job or a career?" Either one may be right for you. If your needs are for a certain set pay in a job you can handle well with a minimum of stress and leave behind at the end of the day, that's great. If you have ambitions to rung-climb up the ladder to a managerial or professional position, that's fine, too. Just be honest with yourself in considering your circumstances and how realistic your goals are.

6. What do I have to do immediately?

Sometimes this question is asked before Question 5; panic sets in, bills must be paid, and anything offering a paycheck looks good. But if you ask this question after #5, after you have a longer-range plan in mind, you can explore a wider range of options. Can you accept a "filler" job for now,

and take some night-school classes to prepare for something better? Can you take an entry-level job with a company that promotes from within and/or offers on-the-job training courses to advance promising employees?

After taking stock of yourself, a good next move, if it is available in your community, is to seek out a group of women in similar circumstances--such as WOW (Working Opportunities for Women). Check your phone-book, inquire at the nearest college campus, ask at your nearest Kansas employment service for information about such a woman's group. Or write to the main office of WOW to find the group nearest you. ---***---

*** Handout #2: "Resource Groups for Work-Seeking Women"

If there isn't a group near you, perhaps there is an advisory center you could visit, with someone to talk to one-on-one. If you are fortunate enough to live near a college, you can learn from their information office if there is a women's outreach group you can visit for support and advice. At Kansas State University, for example, there is a Women's Resource Center in the Student Government office of the student union. There is also a Women's Studies program you can consult if your goals include taking some college courses or pursuing a degree program; some programs are brought to your town.

Wichita has an active Work Options Center in their YWCA building, and is part of the Displaced Homemakers Network. The Work Options Center is a non-profit group which supports, encourages, and informs and counsels women looking for work. The Displaced Homemakers Network is a clearing-house for data and information about new and expanding DH Centers. CETA has allocated $5 million to support the program for training and assistance to individuals who meet their guidelines.

Whether or not there is such a group you can tap into, there are steps a woman can take on her own: ---***---

*** Show Transparency #2: "Steps a Woman Can Take on Her Own"

1. Become familiar with the job outlook.

Your public library, employment service, high school guidance counselors, all probably have the Dictionary of Occupational Titles (DOT) or the

Occupational Outlook Handbook, which list job titles and prospects nationally, including the numbers employed in each job, projections for the future, areas where the jobs are available and plentiful. Ask the reference librarian to show you how to use The Reader's Guide to Periodical Literature for magazine articles about employment prospects. There are dozens of such articles. Ask questions. Find out where to look. Remember, people are there to help you--and your future is at stake.

Don't overlook the possibilities offered by Kansas Civil Service. The nearest Kansas Employment Service office will have a listing of all the civil service ratings within the state. You may be surprised to find such civil service jobs as Homemaker, Animal Caretaker, Custodial Worker, Driver, Book Binder, Carpenter, Painter--as well as the more familiar office or security jobs. To qualify for most civil service positions, you must take a written test. These are usually simple objective tests--and many of the positions do not require education beyond high school, or sometimes even less. You must have a civil service rating for any classified position associated with any state agency, including the state universities. If you anticipate seeking such a job, take the tests as soon as possible, as the scoring and processing take several weeks or even months.

2. Survey the job market locally.

Your local employment service personnel can give you an idea of the employment picture both in your town and statewide. They are equipped to work with you in understanding your interests and abilities and trying to match you with appropriate employment.

Don't overlook the obvious; regularly check the help wanted ads in newspapers and other local publications for possible leads. Keep your eyes and ears open; job tips sometimes turn up in unlikely places.

If you have "contacts," use them--but don't abuse them. If you have acquaintances who could give you information about jobs opening up, or could

put in a good word for you, it would be false modesty not to let them know you are available and interested. This is assuming that you can offer skills and/or experience to qualify for the position, not relying solely on a buddy system to get you into the work force.

3. Match up your personal survey answers with the job possibilities.

You may be surprised to find that there is a match-up that you had never even considered. For instance, the time you spent picking just the right colors and fabrics for redecorating a bedroom and painting, papering, making drapes and bedspread might indicate a flair for interior decoration. Helping design and prepare posters for your kids' school carnival might lead you into the graphic arts, paste-up and layout. Those free haircuts you've given to family and friends could become a paying proposition. Be sure to consider non-traditional jobs which are in line with your abilities and preferences; there are no longer strict dividing lines between "men's work" and "women's work." In fact, there is such a strong trend for women to move into formerly male territory that the barriers are breaking down. Consequently, you are also in a good position if you prefer a so-called traditional job, as many women have left such jobs to enter non-traditional areas, creating shortages of employees in, for instance, secretarial and health-care fields. At the same time, there is another growing trend toward para-professional jobs--in medicine, law, education, and so on. If your interests lie in one of those areas, you can train for a good job without having to plunge into an 8-to-10 year college program. Investigate apprenticeship programs, another area which is opening up to women.

You might even discover that your circumstances suggest starting your own small business, or a home-based service: child-care center, catering service, cake decorating, cleaning services co-ordinator--or endless other possibilities. If so, know first what you are getting into! A large percentage of small businesses fail; not so much because the person doesn't

know about the goods or service, but because she hasn't become familiar with government restrictions, regulations, tax procedures, etc. If you still feel that's for you, get advice and assistance through the Small Business Administration.

4. Decide whether you need further training or education, and survey where and how you can get it.

Regardless of where you are at this point in your life, chances are that you will find, if you've been out of the job picture for any length of time, you may stand a better chance and/or feel more sure of yourself if you can arrange to gain some specific training in the area in which you are interested. Investigate the possibilities.

High schools often offer adult education evening classes for those who work full-time. Free universities, such as University for Man, offer no-fee courses; many are strictly for fun, but others teach or brush up job-related skills and knowledge. Check churches, library, YWCA or YMCA, nearest college for special short-term classes and seminars, many of which are offered weekends or evenings.

If you feel that a somewhat longer, more structured training program is what you need, look into the Vo-Tech offerings. ---***--- We in Kansas are fortunate in having a strong state system of area vocational-technical schools which offer practical job-training at minimal cost, and pride themselves on placing their graduates. They don't all have identical programs, so do not limit your inquiries to the one or two nearest you. Nearly all of them offer office education, building trades, practical nursing, auto mechanics, electronics, machine shop, and technical drafting. But certain ones offer a specialty not found elsewhere; environmental water control, industrial plastics, legal secretary, dental lab assistant, medical lab technician, agri science, unit records and business management, plumbing technology, nursery and lawn care, teacher aide, power linesperson, and so on. These are only a

*** Distribute Handout #3: "Kansas Area Vocational-Technical Schools"

representative sampling; a far wider range is covered. Write to any or all of the Vo-Tech schools for their brochures.

If your needs indicate college work, search out catalogues at your library or high school guidance counseling center. Many universities offer college credit for "life experience." Many permit the option of quizzing out of certain low-level courses. Colleges and universities are eager to attract mature, highly-motivated students and encourage them to work toward a degree. K-State, for instance, offers an orientation course in "going back to school" to help ease the older female student into the academic world.

Perhaps you're torn between technical school or college and can't predict right now which would do you more good in the long run. The solution to your dilemma might be to attend one of the community/junior colleges in Kansas. These schools offer two-year programs which include both vocational-technical courses and academic-theoretical courses. You can work with your advisor to plan a course of study which could get you ready for the job market at the end of two years or which could transfer credit to a college or university, should you decide you need a bachelor's degree.

All the educational institutions in the state of Kansas are listed in the Kansas Educational Directory, an annual publication of the State Department of Education. It is available from:

Division of Agency Services
Kansas State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, KS 66612

Once you've settled on the "where," consider the "how" of managing financially. CETA (Comprehensive Educational Training Act) makes funding available for low-income students who wish to prepare for employment. You may be eligible not only for tuition and fees, but for child-care payments and transportation costs. Wherever you hope to go to prepare yourself for employment, inquire about scholarships, work-study programs, low-interest government loans, "forgivable" loans, assistantships. There are numerous government

agencies which are mandated to assist women in becoming self-supporting and which have monies allocated to distribute to qualified applicants.

*5. Be realistic in your expectations!

Whether you now have marketable skills and are seeking employment, or whether you will take further training before tackling the job market, be realistic about what you can expect. You may be one of the fortunate few who strike a perfect match with one of your first interviews--but you can't count on it. Few employers have the insight or ESP to recognize your full potential at first sight. They may glance quickly over your résumé, ask a few superficial questions, and start in with the polite smile and the comment that you are overqualified, underqualified, have not been recently employed, or that the position has just been filled. Keep your sense of humor and your sense of perspective. Every application you fill out, every interview you meet, every contact you make is Experience which can serve you well at the next interview. --And you just may learn some things about yourself from the times you strike out that will help you to score a hit the next time at bat.

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GROUP ACTIVITY

If time permits, conduct the following activity provided with this packet:

Divide into 6 small groups. The quickest and easiest way is to number off one through six around the room and assemble by number. To each group give one of the "case studies" that were introduced at the beginning of the Leader's script. (They are in the envelope provided with this packet.)

Have each small group brainstorm for 10-15 minutes about what steps the woman in their case study could take to gain employment, keeping in mind the points from transparencies 1 and 2. Each group should select one person to act as recorder and take notes.

Re-assemble as a whole, and have a person from each small group report the action plan devised for their case study, for group consideration and possible further discussion.

TRANSPARENCY MASTERS

BEFORE I LOOK FOR ANSWERS, WHAT ARE THE QUESTIONS?

1. Am I free to re-locate?
2. What are the skills or training I already have?
3. What do I really like to do?
4. What are personal qualities that should make me a good employee?
5. What would I like to be doing five years from now?
6. What do I have to do immediately?

STEPS A WOMAN CAN TAKE ON HER OWN

1. Become familiar with the job outlook
2. Survey the job market locally
3. Match up your personal survey answers with the job possibilities--consider non-traditional jobs
4. Determine whether you need further training or education, and where and how you can get it
5. Be realistic in your expectations

TR - 2

HANDOUT MASTERS

HANDOUT #1: RESOURCE READING FOR WORK-SEEKING WOMEN

A. Factual information regarding the employment picture in the U.S.:

D.O.T.--Directory of Occupational Titles

Occupational Outlook Handbook (and quarterly reports)
U.S. Dept. of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

The Occupational Outlook for Blue Collar Workers
Drake Publishers, Inc.
801 Second Avenue
New York, N.Y. 10017
This contains factual information about several hundred occupations which do not require long periods of education or training. For each type of job, basic points are covered: nature of the work, places of employment, qualifications and advancement, employment outlook, earnings and working conditions, sources of additional information.

Women and Work
U. S. Dept. of Labor
Employment & Training Administration
Washington, D.C. 20213

Women Workers Today
U.S. Dept. of Labor
Employment Standards Administration
Women's Bureau
Washington, D.C. 20213

B. "How to" books and magazines especially for women:

"Women's Work" magazine, published bi-monthly

How to Go to Work When Your Husband is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow, Margaret H. Schifter, et al; Fireside; St. Louis, Missouri.

Non-traditional Careers for Women, Sarah Splaver; Julian Messner, New York, N.Y.

Everything a Woman Needs to Know to Get Paid What She's Worth, Caroline Bird; Doubleday, New York, N.Y.

The Family Circle Book of Careers at Home, Mary Bass Gibson; Cowles Book Company, Chicago, Illinois.

C. General "how to" books for career-planning and job-seeking:

**What Color Is Your Parachute? Richard Nelson Bolles; Ten Speed Press, 900 Modoc, Berkley, California 94707.
An outstandingly practical book of advice; it includes a section on assessing your preferences and skills, which is especially helpful in making your "personal survey." There's a lengthy and useful bibliography and resource section, much of which is aimed specifically at women. If you only read one book, let it be this one.

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Where Do I Go from Here with My Life? Richard N. Bolles and John C. Crystal; Ten-Speed Press, 900 Modoc, Berkley, California 94707

The Three Boxes of Life, and How to Get Out of Them, Richard N. Bolles; Ten-Speed Press, 900 Modoc, Berkley, California 94707

*Go Hire Yourself an Employer, Richard K. Irish; Anchor Press/Doubleday, Garden City, N.Y.
This is written in a direct, useful, down-to-earth style--with humor! Sections of particular interest: "The Working Woman" and "Ten Things I Wish I Had Learned on My First Job."

Who's Hiring Who, Richard Lathrop; Ten Speed Press, 900 Modoc, Berkley, California 94707

Résumés That Get Jobs, Résumé Service (Jean Reed, editor); Arco Publishing Company, 219 Park Avenue South, New York, N.Y. 10003

HANDOUT #2: RESOURCE GROUPS FOR WORK-SEEKING WOMEN

WOW--Working Opportunities for Women
65 East Kellogg Blvd.
St. Paul, Minnesota 55101

The Displaced Homemakers Network headquarters
Business & Professional Women's Foundation
2012 Massachusetts Avenue N.W.
Washington, D.C. 20036

You may write to the national headquarters of these groups to find where the nearest WOW group or Displaced Homemaker Center is located.

Women's Resource Center
SGA Office, K-State Union
Kansas State University
Manhattan, Kansas 66506 (913)532-6541

Women's Studies
22 Eisenhower Hall
Kansas State University
Manhattan, Kansas 66506 (913)532-5739

Work Options, and Displaced Homemaker Center
350 N. Market
YWCA
Wichita, Kansas 67202 (316)263-7501; ext. 51

HANDOUT #3: KANSAS AREA VOCATIONAL-TECHNICAL SCHOOLS

Cowley Community College & AVTS
125 South Second
Arkansas City, KS 67005 (316)442-0449

Northeast Kansas AVTS
1501 Riley, P.O. Box 277
Atchison, KS 66002 (913)367-6204

North Central AVTS
1320 North Walnut
P.O. Box 626
Beloit, KS 67420 (913)738-2276

Southeast Kansas AVTS
Adm. Center
6th & Roosevelt
Coffeyville, KS 67337 (316)251-3910

Southwest Kansas AVTS
1000 Second, P.O. Box 1324
Dodge City, KS 67801 (316)227-8932

Flint Hills AVTS
3301 West 18th, Box 1105
Emporia, KS 66801 (316)342-6464

Northwest Kansas AVTS
1209 Harrison
Goodland, KS 67735 (913)899-3641

Kansas City AVTS
2220 N. 59th Street
Kansas City, KS 66104 (913)334-1000

Liberal AVTS
P.O. Box 949
Liberal, KS 67901 (316)624-2551

Manhattan AVTS
3136 Dickens Ave.
Manhattan, KS 66502 (913)539-7431

Central Kansas AVTS, Adm. Center
218 East 7th St., P.O. Box 545
Newton, KS 67114 (316)283-0930

Salina AVTS
Bldg. 658, Salina Airport Ind. Center
Salina, KS 67401 (913)825-1508

Kaw AVTS
5724 Huntoon
Topeka, KS (913)272-8680

Wichita AVTS
301 South Grove
Wichita, KS 67211
(316)265-0771, ext. 35

1. Sheila W. is in her early 20's, the single parent of a 5-year-old. Next year when her son is in school full days, her welfare support payments will be reduced. She must some way manage to support her child and herself with work that pays her more than the baby-sitting she has done in her home. In high school she took a couple of beginning business courses, but was more interested in art and design electives. Her only previous employment was with a fast-food chain during high school.

2. Martha S. is in her mid-30's. She has three children in elementary school, a husband who works full-time days as a grocery store stock manager, as well as moonlighting several nights a week as a cab-driver. To ease the financial pressure, Martha would like to find a part-time job--preferably during school hours so she wouldn't have to pay a baby-sitter. For several years before her marriage, she worked as a waitress, than as a cashier, in a restaurant.

3. Amy L., in her late 30's, was stunned by the sudden death of her husband a few months ago. Amy had dropped out of college after two years to marry and have children. Her husband had been a successful salesman of pharmaceutical supplies. Now--with two teen-age children--she finds herself unprepared to maintain their standard of living.

4. Laura T., early 40's, has never been unemployed. Although it required some struggling and juggling in the early years of marriage and motherhood, she held on to her job as a legal secretary with the same small firm she started with after graduation from a two-year secretarial school. For some time now, she's felt an urge to switch jobs. She feels isolated, and on a plateau in her present position. Laura feels she'd find greater satisfaction in a job where she worked with more different people, and where there might be chance for advancement.

5. Betty F., mid-40's, is the college-educated wife of a university professor. Now, with children in junior high and high school, she feels bored and restless and eager to use her education. But she's discovered she no longer finds satisfaction in teaching English and speech, the job for which she prepared herself.

6. Mary J., early 50's, is a grandmother now. Her children are grown and self-supporting. Her husband is still many years away from retirement. She realizes that if she is to stay alert and lively, as she always has been, she needs to find useful work to keep her occupied--and provide a little money for some "extras": gifts for the grandchildren, vacation trips, and so on.